Lynch Hill Primary Academy
Curriculum Map for Year 3

For subject overviews and 'I can statement', please visit our website or click on the weblink:
https://www.lhsprimaryacademy.org.uk/curriculum/subject-overviews

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Key Texts	➢ The complete nonsense of Edward Leer ➢ Flotsam ➢ Nim's Island ➢ Lost on Gibbon Island ➢ Europe ➢ Great Cities ➢ All about Europe ➢ Junior Atlas ➢ North America ➢ Mapping North America ➢ Lighting the way	➢ Flotsam ➢ Matilda ➢ Charlie and the Chocolate Factory ➢ Hunter Gatherer ➢ *So you think you have it bad? Prehistoric times* ➢ Stone Girl, Bone Girl ➢ Stonehenge	➢ Escape from Pompeii ➢ First News: Children's ➢ The Wilderness ➢ The Tear Thief ➢ Life of Tutankhamun ➢ Horrible Histories: Awesome Egyptians ➢ *So you think you have it bad? Ancient Egypt* ➢ Spectacular plants ➢ The power of plants	➢ The day the crayons quit ➢ Earthquakes ➢ Extreme Earth ➢ Mountains ➢ Volcanoes ➢ Inside the Earth ➢ Forces in the Landscape ➢ Surviving disaster ➢ Rocks and fossils ➢ Earths Explosive energy ➢ Disasters	➢ Life and death of Tutankhamun ➢ Trains ➢ History of Windsor Castle ➢ Castles ➢ Birds and Mammals ➢ The human body ➢ Healthy Eating	➢ The Firework Maker's Daughter ➢ Swimming against the storm ➢ What's the Weather ➢ Extreme Weather ➢ Forces of change ➢ Water ➢ Poetry

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English Writing	**Purpose**: Sentence Structure and Grammar recall **Reference**: Writing Framework 2025 **Learning Outcome:** To write sentences which are grammatically correct and include subject and verb. To identify the differences between a clause and a phrase. To recap KS1 grammar concepts. **Purpose:** Writing to Entertain **Genre:** Poetry – Limericks **Reference:** Limericks by Edward Lear **Learning outcome:** to write a limerick using the correct poetic structure **Grammar focus:** Present tense, main clauses, past tense **Purpose:** Writing to entertain **Genre:** Descriptive Writing **Reference 1**: Flotsam	**Purpose:** Writing to entertain **Genre**: Narrative **Reference:** Flotsam **Learning Outcome:** Descriptive Writing • Object (camera), Character (the boy) and a Setting (beach) • Character profile • Opening to a story **Grammar focus:** Sentence structure, fronted adverbials, speech marks, adverbs, present and future tense, subordinating and co-ordinating conjunctions	**Purpose:** Writing to Inform **Genre:** Journalistic writing **Reference:** Escape from Pompeii **Subject:** Vesuvius' Eruption **Learning Outcome:** To write a newspaper report about the eruption of Vesuvius and the destruction of Pompeii. **Grammar focus:** direct and reported speech, punctuation, past tense, fronted adverbials, conjunctions, subordinate clauses, tone, tenses, and sentence structure. punctuation, commas	**Purpose:** Writing to Persuade **Genre:** Persuasive letter **Reference:** The Day the Crayons Quit **Learning Outcome:** To write a persuasive letter as a crayon to Duncan, in the style of the letters of the day the crayons quit. **Grammar focus:** Perfect present tense, conjunctions, subordinating clauses, punctuation.	**Purpose:** Non-chronological reports **Genre:** Non-Chronological Report **Reference: King Tut** **Learning Outcome:** To write a non-chronological report on the life and death of King Tut. **Grammar focus:** Types of sentences, formal fronted adverbials, subordinating conjunctions, fronted adverbials of cause and effect	Narratives, writing the build up **Purpose:** Writing to Entertain **Genre: Narrative** **Reference:** The Firework Maker's Daughter **Learning Outcome:** To write a build-up based on The Firework Maker's Daughter which includes: • Character development • Rising tension • Conflict • Direct speech conversation • Action scene • Use of senses • Suspense **Grammar focus:** Conjunctions, fronted adverbials, tense, speech marks, adverbs, ISPACED sentence structure, expanded noun phrases, show not Tell, complex and compound sentences

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	Learning Outcome: Setting Description based on a picture **Grammar Focus:** Fronted adverbials, expanded noun phrases, sentence structure					

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English Reading	**Child as a reader:** ➢ How to use the KS2 Library ➢ Participates in Discussion ➢ Asks questions to improve their understanding ➢ Reads fluently, using expression, flow and pace ➢ Discusses words and phrases that capture the readers interest	**Word Reading and Decoding:** ➢ Speedily reads sections of text ➢ Reads a range of prefixes and uses these to construct the meaning of words in context ➢ Reads a range of suffixes and uses these to construct the meaning of words in context **Language in Context:** ➢ Checks that the text makes sense as they read and corrects inaccurate reading. ➢ Discusses word meanings, linking new meanings to those they already know	**Language in Context:** ➢ Gives meaning to new language using the context in which it appears. **Retrieval** ➢ Shows understanding of the main points with reference to the text ➢ Scans longer passages for a specific purpose ➢ Identifies, selects and highlights key words in the question and the text to answer questions	**Sequence and summarising:** ➢ How to sequence a story using key words ➢ How to summarise a piece of text **Inference** ➢ Discusses the actions of main characters and justifies views using evidence from the text ➢ Makes inferences about characters feelings, thoughts and motives based on their actions in a story ➢ Makes plausible predictions based on the knowledge of the text and from books with similar themes	**Choice of Language:** ➢ Identifies how vocabulary choices affect meaning ➢ Identifies the language used to create mood and build suspense ➢ Explain how single-clause and multi-clause sentences can affect mood and build suspense.	**Themes and conventions:** ➢ Identifies text types according to their key features ➢ Understands and uses the page layout of non-fiction texts to find information ➢ Makes simple connections between books by the same author ➢ Recognises some different forms of poetry ➢ Evaluates texts with reference to the text

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Maths	**Place value:** Children will be able to identify the value of digits within numbers up to 1000. They will learn how to partition numbers into hundreds, tens and ones and how to add numbers together from this format. Children will also practise counting in 1s, 10s, 50s and 100s, and learn how to find 1, 10 or 100 more or less than a given number. Children will practise how to order numbers, using they knowledge of place value to help develop strategies to ordering numbers quickly. **Addition and Subtraction:** Children will begin by building on knowledge and extending them from adding and subtracting from 2-digit numbers to 3-digit numbers. Learning will begin with adding and subtracting 1, the develop to 10 and 100. Children will be encouraged to use place value columns to support them with developing these skills, building up to new methods later in the unit. Children will be encouraged to spot patterns to support them with addition and subtraction when crossing the 10s and 100s barriers. Children will end this unit by exploring addition and subtraction using the column method, and will learn how to exchange when using this method.	**Multiplication and Division:** Learning will begin with the 3, 4 and 8 times tables, helping children to develop the confidence with multiplication and the division for each times table. Children will be taught how to use their times table knowledge to help them with multiplying 2 digit numbers by 1 digit numbers, and children will be shown how to use their prior knowledge to support them. We will also explore division of bigger numbers, using the partitioning method to break numbers down into known factors of a number. **Measurement:** In this unit, we will be exploring units of measure, focusing on millimetres, centimetres and metres. Children will be taught how to convert measurements between each unit and will learn how to use this knowledge to work out the perimeter of shapes. **Fractions:** Children will be taught about unit fractions and the role that the denominator plays in fractions. We will be using this knowledge to compare and order unit and non-unit fractions, and how we can use our fraction knowledge on number lines and in bar models. **Mass and capacity:** Learning will begin with using scales and developing children's knowledge of how to read different scales in grams and kilograms. We will be comparing, adding and subtracting mass before moving on to look at capacity and volume. Children	**Fractions:** This short unit on fractions develops the children's knowledge of how to add and subtract fractions and partition the whole. Children will also learn about fractions of a set of objects, leading on to developing skills to work out fractions of an amount. **Money**: In this short unit, children will be taught how to covert money between pounds and pence. They will also learn how to add and subtract money, along with finding change. **Time**: This unit begins with children looking at roman numerals to 12 and using this to read time on an analogue clock. Children will develop the skills to read time to 5 minutes, then to a minute before moving on to reading time on a digital clock. Children will also learn how to use AM and PM terms correctly, along with how to use time to work out durations. We will end with children using time to solve problems. **Shapes:** Children will begin by learning how to recognise right angles, and begin to recognise acute and obtuse angles. Children will be taught how to measure and draw accurately using a ruler, and recognise horizontal and vertical lines. We will also be drawing polygons and making 3-D shapes along with describing their properties. Children will be taught the understand the terminology of parallel and perpendicular.

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			will be taught about millilitres, centilitres and litres, along with comparing, adding and subtracting these amounts.		**Statistics:** In this final unit, learning will begin with pictograms, where children will be taught how to read them accurately to gain information from them. This will support them with their learning as we progress onto bar charts. There will be opportunities to collect and represent their own data using bar charts and pictograms.	
Science	**Physics:** *Lights and shadows.* **Overview:** We will be talking to the children about sources of light and how shadows are formed and how they can change shape. **Working Scientifically:** Comparative and fair tests, observations, recording data, drawing conclusions, making predictions	**Physics:** *Forces and Magnets* **Overview:** We will be introducing the children to forces and what different forces are. **Working scientifically:** Comparative and fair tests, exploring variables, accurate measurements, Drawing conclusions, making predictions	**Biology:** *Parts of a plant and how plants reproduce.* **Overview:** Building on prior learning, we will continue to learn about plants and introduce children to the concept of how plants reproduce. **Working Scientifically:** Observation over time, drawing conclusions, accurate measurements, making predictions	**Chemistry:** Rocks and Fossils **Overview:** We will be discussing how fossils are formed in rocks and introducing the children to different rock types. **Working Scientifically:** Comparative and fair tests, setting up investigations, recording results, observations, drawing conclusions, making predictions.	**Biology:** *Functions of muscles and bones.* **Overview:** We will be discussing the importance of the skeleton and what our muscles do to help us with movement. **Working scientifically:** Observation over time, making predictions, drawing conclusions, comparing data	**Biology, Chemistry and Physics:** *Healthy Eating:* Discussing the importance of balanced diet and exercising and discussing where food comes from. **Working scientifically:** Comparative and fair tests, setting up investigations, recording results, observations, drawing conclusions, making predictions.

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Computing	**Online Safety:** Delivered throughout the year using the unit "being safe in the digital world". **Key Learning:** Self-image and Identity **Emails** Using email software '2email' on Purple Mash. **Key Learning:** Children learn how to respond to, compose and add attachments to emails as well as consider the safety aspects of email communication.	**Online Safety:** **Key learning:** Online Relationships **Route planners** This unit teaches children how to create code using 2go. **Key Learning:** Children will plan algorithms and write code that includes angles of turn to create routes for screen turtles, testing them using 2Go. Children will experiment with using the repeat command to make shapes that have 90° and 45° angles.	**Online Safety:** **Key learning:** Online Reputation **Branching Databases** Children will learn how to create databases and create questions to filter information. **Touch Typing** **Key Learning:** This unit allows children to explore and create branching databases. They learn how binary questioning is used to sort data records and about the importance of testing and debugging databases that they create.	**Online Safety:** **Key learning:** Online Bullying **Coding** Children will develop coding skills using 2Code. **Key Learning:** Children will be learning how to correct coding in programmes, along with creating their own code for a simple animation.	**Online Safety:** **Key learning:** Managing Online Information **Presentations** Children will learn how to use Microsoft power point. **Key Learning:** Using Microsoft PowerPoint, children will learn how use the tools available to create a PowerPoint about themselves, which will then be presented to the class.	**Online Safety:** **Key learning:** Privacy ad Security **Spreadsheets** Children will learn how to use spreadsheets using Purple mash. **Key Learning:** Children will learn how to input data into spreadsheets and convert this data into a variety of graphs.

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History	Ancient Britain (Autumn 2)	Ancient Egypt (Spring 1)	Local History Study (Summer 1)
	For this unit of work, the key learning questions are: How did people survive in the stone age? What changed for people living in Stone Age Britain? How do we know about life in the Stone Age? How did life change in the Bronze Age? What do we know about Britain's Prehistoric tombs and Monuments? Who were the celts and how did they make Iron in the Iron Age? Why did they build hillforts in Iron Age Britain? **Significant Events:** The Stone Age The Bronze Age The Iron Age **Key Vocabulary:** Prehistoric, prehistory, archaeologist, artefact, evidence, migration, hunter-gatherer, survival, nomad, settlers source, settlement, agriculture, technology, change, developments, migration, domestication flint, mammoths, cave paintings, bronze hoard, burial mounds Palaeolithic, Mesolithic, Neolithic Hillfort	For this unit of work, the key learning questions are: Who ruled Ancient Egypt? What was Ancient Egyptian society like? Why was the River Nile important to the Ancient Egyptians? How did the Ancient Egyptians travel and trade? Why did the Ancient Egyptians build the pyramids? Who were the pyramid builders? What did the Ancient Egyptians believe in? Where did the Ancient Egyptians believe they would go after death? Why was Tutankhamun's tomb an important discovery? How are we still learning about the Ancient Egyptians today? **Significant People:** Tutankhamun, Cleopatra, Rameses II, Djoser **Significant Event:** Old Kingdom, Middle Kingdom, New Kingdom, Unification of Egypt, Building the pyramids, the fall of Egypt **Key Vocabulary:** Pharaoh, Kingdom, Conqueror, conquer, Irrigation, Vizier, Artisans, Hieroglyphs, Inundation, Papyrus, Akhet, Peret, Shemu, Underworld, Archaeologist, Deben, Afterlife, Mortuary temple, Plunder, Amulet, Deir el-Medina, Valley of the Kings, Relief, Preserved, Representation, Canopic jars, Natron, Sarcophagus, Embalmers, Reign, Sarcophagus, Mummified, Sarcophagi, Artefacts, Ancestor	We will be focusing on an area of local history to help raise awareness of our local area. Our key questions are: Why is Sir William Herschel important to Slough? What is the importance of Windsor Castle in our local community? How has Slough developed over the years? Why is the trading estate important to our community? Why was the railway arriving in Slough important? What are the key historical landmarks in Slough? **Significant People:** Sir William Herschel, **Significant Event:** Discovery of Uranus, Life of William Herschel, Building of Windsor Castle, Building of the Trading estate, Opening of the train station. **Key Vocabulary:** Uranus, Astronomy, William Herschel, Telescope, Court Astronomer Windsor, Norman, William the Conqueror, King, Court, Castle, Motte and Bailey, Defensive, strategic, renovation. Trading estate, train station, economy, spur line, company, Timber town, White Elephant, Slough

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Geography	**Locational Knowledge: Europe and North America (Autumn 1)** We will be looking at both these continents and comparing the similarities and differences between them. Our key questions are: How to use an Atlas? What are the key features of different European countries? What are the similarities and differences between two European countries? What are some of Europe's most important human characteristics? What are North America's countries and physical features? What are some of North America's most important human characteristics? What are the some of the important landmarks in North America? What is the climate like in parts of North America? How does North America differ from Europe? **Key Vocabulary:** Atlas, Index, Western Europe, Southern Europe, Eastern Europe, Northern Europe, Continent, Europe, Population, Country, Region, City, Culture, Society, Physical features, Landmarks, Elevation, Sea level, Map, Key, Population, Transport, Scale, Town, European Union, Euro, Human features, Population, Currency, Trade, Imports, Exports, North America, Canadian Shield, Eastern Region, Mountainous West, Great Plain, Caribbean, Islet, Topography, Forestry, Mining, Crude	**Mountains. Volcanoes and Earthquakes (Spring 2)** We will be looking at the formation of mountains, how and where volcanoes and earthquakes occur and the impacts these have on humans. Our key questions are: What is the earth made of? What is a plate boundary? What are fold mountains? How are volcanoes made? What happens when a volcano erupts? Volcano Case studies: Iceland and Guatemala How does an earthquake occur? What happens when an earthquake occurs? How can we protect against earthquakes? What is a Tsunami and how do they occur? Earthquake case study: Tohoku, Japan **Significant Event:** Fuego Eruption 2018, Iceland Eruption 2023, Tohoku Earthquake 2011 **Key Vocabulary:** Structure, Earth, Crust, mantle, outer core, inner core Mountains, Fold mountains, Ocean trenches, Formed, Volcanoes, Lava, Tectonic plates, Magma, Stratovolcano, shield volcano, Crater, Vent, Lava lake, Magma chamber, Effects, Eruption, Volcanic, Evacuation, Infrastructure, Response (immediate, secondary), Environmental, economic, society, Tectonic plates, Earthquake, Convection current, Mantle, Pressure, Richter Scale, Epicentre, Focus, Earthquake, Tsunami, Harm-reduction measures, Reinforce, Earthquake-proof, Seismic isolation, Mass dampener, Seismic banding, Flexible steel cage.	**Water, Weather and Climate (Summer 2)** We will be talking about why the earth has water, why it rains and how our climate is changing. Our key questions are: Where is Earth's water? What makes up the weather? Why does it rain? The water cycle: Why is it important? Why does the UK have wild weather? What are the reasons for the seasons? Can we tell the weather from the clouds? How has our climate changed compared to the past? Why is the world's weather changing? What does wild weather look like in other countries? **Key Vocabulary:** Freshwater, Saline, Glaciers, Ice caps, Solid, liquid, gas Evaporation, condensation, precipitation, Run-off, Weather Climate Temperature Humidity, Atmospheric, Pressure, Precipitation, Troposphere, Thermometer, Meteorologist, North, South, East, West Compass, Precipitation, Convectional, Frontal, Orographic, Air mass, Weather, Source, Maritime, Continental, Polar, Arctic, Tropical, Hemisphere, Seasons, Sun, Earth Rotation, Galaxy, Milky Way, Solar radiation Orbit, Atmosphere, Pleistocene Epoch Mesozoic Era, Climate Change, Greenhouse gases, Deforestation, Farming, Fossil fuels

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	oil, Gas, Equator, Hurricanes, Tornadoes, Arid, Frost damage					
Art	**Sculpture and 3D abstract shapes and space** Changing 2D shapes into 3D shapes and using this knowledge to create sculptures. We will be looking at the differences between 2D and 3D art.		**Craft and Design: Ancient Egyptian Scrolls** Focuses on creating ancient Egyptian Art using patterns, styles and techniques. We will be using these techniques to create a contemporary response to ancient work.			**Growing Artists: Drawing** Children will be learning to draw using shapes, shading and textures to add details to their art. We will be looking at how light and dark changes how we perceive work.
Design & Technology		**Eating Seasonally:** Explain that different fruits and vegetables are seasonal depending on the country they are grown in. The children will be creating a seasonal tart recipe.		**Mechanical Systems: Pneumatic toys** Children will learn how to accurately draw diagrams with labels, arrows and explanations. They will learn how to build pneumatic system to create a desired motion.	**Structures: constructing a castle** Children will be learning how to use 3D nets to create a simple castle. They will identify key features of castles and why they need to include them.	

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Music	**Adding percussive layers to build texture into our songs** 1. Chanting and singing in time 2. Adding simple instrumental parts to songs and chants 3. Building texture with a rhythmic ostinato 4. Playing and singing simultaneously 5. Rehearsing layers of unpitched accompaniments under a chant 6. Rehearsing layers of unpitched accompaniments under a song (6 lessons)	**notating and performing using rhythm grids** 1. Rhythm grids as a form of notation 2. Rhythm and beat on rhythm grids 3. Rhythm grids and the subdivision of the beat 4. Decoding more complex rhythm grids 5. Reading stick notation on rhythm grids 6. Composing and notating on rhythm grids (6 lessons)	1. **building texture with melody, drone and ostinato** Identifying different layers of accompaniment within a piece of music 2. Drone accompaniments to songs 3. Layering simple accompaniments to create a thicker texture 4. Melodic ostinato accompaniments to songs 5. Playing a melodic ostinato and singing simultaneously 6. Rehearsing songs with layers of instrumental accompaniments (6 Lessons)	**Pentatonic Melodies and Composition (Theme: Chinese New Year)** 1. Play a pentatonic melody on tuned percussion (glockenspiels) 2. Compose and perform a pentatonic melody 3. Perform as a group (5 lessons)	**Traditional instruments and improvisation** ➢ To form an opinion of Indian music ➢ To be able to improvise using given notes ➢ To be create a piece of music using a drone, rag and tal. ➢ To perform a piece of music using traditional notation (5 lessons)	**Singing techniques** ➢ To sing in time with others ➢ To recognise simple rhythmic notation by ear and by sight ➢ To use simple rhythmic notation to compose a Viking battle song ➢ To perform music with confidence and discipline (5 lessons)

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PSHE Jigsaw	**Being Me** We begin by talking about our nightmare and dream school. We move onto discussing actions and consequences, finishing off with discussing our learning charter.	**Celebrating Difference** We will be talking about our families and learning how to navigate conflicts. We will end the unit by celebrating all our differences and giving compliments.	**Dreams and Goals** We begin by setting goals for the year ahead and talk about why we do this. We discuss our dreams for the future and finish off by working as team to design a community garden.	**Healthy Me** We begin by completing some simple exercises, and throughout the unit we return to see if we can improve on our times and scores. We also look at healthy eating and what is needed for a healthy lifestyle.	**Relationships** We discuss the different relationships that we have in our lives and how they can change over time. Our focus is on family and friends.	**Changing Me** We begin by talking about animals and how they change from babies to adults. We then talk about ourselves and how we have changed from babies to now.
RE Discovery	Hinduism: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Christianity: Has Christmas lost its true meaning?	Christianity: Could Jesus heal people? Did he perform miracles or is there some other explanation?	Islam: Does praying at regular intervals help Muslims in their everyday lives?	Hinduism: How can Brahman be everywhere and in everything?	Hinduism: Would visiting the river Ganges feel special to a non-hindu?
French	**Getting to know you** Greetings, goodbyes, learning people's names and ages.	**All about me** Naming colours, clothes and some body parts.	**Food** Asking for and showing preferences towards food. Describing what others are eating.	**Friends and family** Learning family members, the alphabet, naming pets and describing the home.	**Our school** Naming lessons, apparatus, school subjects and movements in PE.	**Time** Naming the days of the week and months of the year and saying when your birthday is.
Possible Trips, Presentations & Events		Christmas performance	Possible trip to link to Geography-local area unit- Maybe Windsor Castle?	Science Dome workshops for Science and Geography	Learning Presentation	End of year trip- Gulliver's Land